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Foreword

Math Mammoth Kindergarten Workbook A and Kindergarten Workbook B comprise a complete math curriculum for the kindergarten mathematics studies. The curriculum meets the Common Core standards.

The main areas of study in these two workbooks are:

1. Basic counting skills within 0-100.
2. Addition and subtraction within 0-10, including word problems.
3. Identify, describe, analyze, and compose basic shapes.

Additional topics covered are sorting objects, comparing quantities and numbers, some foundations for measurement, position words, ordinal numbers, and counting coins.

This book, the kindergarten workbook B, covers shapes and measurement (chapters 5 and 7), two-digit numbers and coins (chapter 6), position words (chapter 7), and more addition and subtraction (chapter 8). The workbook A covers counting and writing numbers; groups, comparing, and sorting; addition and measurement; and subtraction. I heartily recommend that you read the full user guide in the following pages.

I wish you success in teaching math!

Maria Miller, the author

User Guide

Note: You can also find the information that follows online, at <https://www.mathmammoth.com/userguides/>.

The Common Core Standards documentation is available at:

<https://www.mathmammoth.com/preview/standards/MM-CCS-K-2026.pdf>

Basic principles in using the Math Mammoth Kindergarten curriculum

Math Mammoth kindergarten curriculum is overall mastery-based, but it is slightly more spiral than the other grade levels of Math Mammoth, because most chapters deal with two major topics instead of one.

The kindergarten level differs from the other levels of Math Mammoth also in the fact that it is not expected that the child read the instructions or work independently very much. This level is meant to be **teacher-led**.

There are two student books (A and B). The chapters in them are intended to be studied mostly in order. However, you can do the lessons on shapes, measurement, and position words earlier or later, as you wish.

The **two student worktexts** (parts A and B) contain all the lesson material and exercises. Many of the lessons include activities that teach concepts, and those are explained right in the student books. Don't skip the activities, as they are an integral part of learning the concepts and skills for this level.

Some lessons include an explanation of the concept in a blue box. You, as the parent/teacher, need to explain the concept to the child(ren), using the blue teaching box as a guide. And then, almost all of the lessons contain some exercises for the child to do in the book.

Each chapter introduction explains the basic goals for the chapter. Most of them also list **games** (both online and offline games) that you can use to reinforce and practice the main skills in the chapter. Then, each chapter introduction also includes a link to a list of free online games and activities from other websites. All of these games can be used to supplement the math lessons, for learning math facts, or just for some fun.

We also include a versatile **worksheet maker** that allows you to make additional worksheets for the main topics in the curriculum. You will need Internet access to be able to use it. Access it here:

https://www.mathmammoth.com/private/Make_extra_worksheets_K.htm

Manipulatives

Below you will find a list of the recommended and optional manipulatives for the activities and games.

Recommended manipulatives

- a 100-bead abacus
- dice
- dominoes
- number cards, UNO cards, or regular playing cards
- a set of geometric solids (part B, chapter 7)
- a set of pattern blocks (part B, chapter 5)
- toothpicks and modeling clay (part B, chapter 7; for building geometric solids)
- a tangram set (part B, chapter 7)

Optional manipulatives

- counting bears (optional but can be fun because the sets often come with sorting cups and activity cards)
- math linking cubes (Unifix cubes)
- Cuisenaire rods (optional)

Sample worksheet from
<https://www.mathmammoth.com>

Many of the activities use various commonly found items that you probably have on hand in your home. For your convenience, we include a list of the recommended items and links to Amazon below. Note: You only need *one* item from each section. We're providing several options, plus naturally there exist many more choices for these products.

Recommended manipulatives

A 100-bead abacus or school abacus

There are lots of choices; search Amazon's collection here:

<https://www.amazon.com/s?k=school+abacus&tag=mathmammoth-20>

Learning Resources 10-Row Counting Frame or Abacus for Kids

This abacus has every five beads in alternating color (red, white), which is nice.

<https://www.amazon.com/dp/B01LX6K2CV/?tag=mathmammoth-20>

Wooden Abacus for Kids with Counting Sticks and Number Cards

<https://www.amazon.com/dp/B08SBWKJZJ/?tag=mathmammoth-20>

Geometric Pattern Blocks and Tangram-like games

Coogam Wooden Pattern Blocks Set 130PCS

<https://www.amazon.com/dp/B07MYK64R/?tag=mathmammoth-20>

Beestech Wooden Tangram game with a puzzle Book

<https://www.amazon.com/dp/B07Y37NNSR/?tag=mathmammoth-20>

Vanmor Wooden Tangram set with shape cards

<https://www.amazon.com/dp/B07XJ23KPG/?tag=mathmammoth-20>

Wooden pattern blocks shape set with pattern cards

<https://www.amazon.com/dp/B0CMTB3DR2/?tag=mathmammoth-20>

GEMEM wooden pattern blocks set with design cards

<https://www.amazon.com/dp/B07QPS5CFL/?tag=mathmammoth-20>

Geometric solids (3-D shapes)

DEEKIN 36 Pcs Geometric Shapes \$21

<https://www.amazon.com/dp/B0BN8TXVK6/?tag=mathmammoth-20>

DEEKIN 70 Pcs Wood Geometric Solids

<https://www.amazon.com/gp/product/B0BC19RL8V/?tag=mathmammoth-20>

Learning Resources Wood Geometric Solids Set of 19

<https://www.amazon.com/dp/B000T1QQZ8/?tag=mathmammoth-20>

Search Amazon's collection for geometric solids:

<https://www.amazon.com/s?k=geometric+solids&tag=mathmammoth-20>

Optional manipulatives

Cuisenaire Rods

<https://www.amazon.com/dp/B016DU8UR0/?tag=mathmammoth-20>

Sample worksheet from

<https://www.mathmammoth.com>

Counting Bears

Bmag counting bears

<https://www.amazon.com/dp/B07ZNYDLXY/?tag=mathmammoth-20>

Neorod counting bears

<https://www.amazon.com/dp/B085ZSMK8P/?tag=mathmammoth-20>

Linking Cubes

Learning Resources MathLink Cubes (100 pcs)

<https://www.amazon.com/dp/B000URL296/?tag=mathmammoth-20>

200 Pcs Math Linking Cubes

<https://www.amazon.com/dp/B0GGCK8L8D/?tag=mathmammoth-20>

Search Amazon's collection for math linking cubes:

<https://www.amazon.com/s?k=math+linking+cubes&tag=mathmammoth-20>

Pacing the curriculum

Each chapter introduction contains a suggested pacing guide for that chapter. You will see a summary on the right.

Most lessons are one page long, intended for one day. Some lessons are two pages, either intended for one day or two. There are also some optional lessons (e.g. about coins), not included in the charts on the right.

It can also be helpful to calculate a general guideline as to how many pages per week the student should cover in order to go through the curriculum in one school year.

The chart below lists how many pages there are for the student to finish in this particular grade level, and gives you a guideline for how many pages per day to finish, assuming a 170-day (34-week) school year. The page count in the table below *includes* the optional lessons (in particular, the lessons about coins).

Example:

Grade level	Lesson pages	School days	Pages to study per day	Pages to study per week
K-A	89	91	1	5
K-B	79	79	1	5
Kindergarten total	168	170		

The table below is for you to fill in. To get the count of “pages to study per day”, **divide the lesson pages by the school days**. Lastly, multiply this number by 5 to get the approximate page count to cover in a week.

Grade level	Lesson pages	School days	Pages to study per day	Pages to study per week
K-A	89			
K-B	79			
Kindergarten total	168			

Sample worksheet from
<https://www.mathmammoth.com>

Worktext A	
Chapter 1	19 days
Chapter 2	14 days
Chapter 3	25 days
Chapter 4	21 days
TOTAL	79 days

Worktext B	
Chapter 5	14 days
Chapter 6	17 days
Chapter 7	20 days
Chapter 8	13 days
TOTAL	64 days

In general, kindergartners might spend 15-30 minutes a day on math, 1st-2nd graders might spend 25-40 minutes, third-fourth graders 30-60 minutes a day, and fifth-sixth graders 45-75 minutes a day. If your student finds math enjoyable, they can of course spend more time with it! However, it is not good to drag out the lessons on a regular basis, because that can then affect the student's attitude towards math.

Working space and the usage of additional paper

The curriculum generally includes working space directly on the page for students to work out the problems. However, feel free to let your students use extra paper when necessary. They can use it to draw diagrams and pictures to help organize their thoughts. Some students won't need the additional space (and may resist the thought of extra paper), while some will benefit from it. Use your discretion.

Concerning tests

While the rest of the grade levels in Math Mammoth include chapter tests, I feel that such testing is not necessary in kindergarten, as it can so easily lead to math anxiety and to viewing mathematics as a subject where correct answers are what matters most. Using tests has two sides. Even in other grade levels, the tests are optional. On the positive side, they can help the teacher know how their students are doing, and even help the student to know where they are at and to perhaps get some useful feedback. But all too often, testing leads to math anxiety. Also, students tend to study for the test only, just to forget the information right afterwards.

You can learn to assess your student(s) over the course of the year by observing them. This is even easier when you will be doing many activities with them that teach math concepts. You will be able to see where your child struggles and where they excel. You can even base a grade solely on your observations (if you need to give a grade). Or, you can use the chapter reviews as part of the grade.

The curriculum does include an optional end-of-year test, which is best used as a diagnostic or assessment test. If you do use it, it can tell you how well the child has mastered essential kindergarten math content.

Concerning the mixed reviews and the worksheet maker

The student books contain mixed review lessons which practice concepts and skills from earlier chapters. They allow you to spot areas that the student has not grasped well or has forgotten. When you find such a topic or concept, you have several options:

1. Check if the worksheet maker lets you make worksheets for that topic.
https://www.mathmammoth.com/private/Make_extra_worksheets_K.htm
2. Check for any online games and resources in the Introduction part of the particular chapter in which this topic or concept was taught.
3. If you have the digital version, you can reprint a corresponding lesson from the worktext for the student.
4. Check if our online practice area at <https://www.mathmammoth.com/practice/> has something for that topic.
5. Khan Academy has free online exercises, articles, and videos for most any math topic imaginable.

Frequently asked questions and contacting us

If you have more questions, please first check the FAQ at <https://www.mathmammoth.com/faq-lightblue>

Sample worksheet from
If the FAQ doesn't cover your question, you can contact us <https://www.mathmammoth.com/contact>
<https://www.mathmammoth.com>

Chapter 5: Shapes & Measurement

Introduction

In this chapter, we will study two-dimensional shapes and work on foundations for measurement again. We will encounter shapes again in Chapter 7. The lessons there will also include three-dimensional shapes. For now, the focus is on identifying basic shapes — no matter their orientation or size — and being able to count the sides and the corners each shape has.

The work in this chapter and chapter 7 lay groundwork for the student to describe basic attributes of shapes in first and second grades, which in turn prepares them to reason about shapes in a more formal manner later on. For example, in 4th and 5th grades, students will classify two-dimensional figures based on specific attributes related to angles and sides.

We have already looked at measuring length in the worktext part A. We review that topic, and then go on to learn about weight, in a very informal manner. Children don't need to actually measure the weight (or mass) of objects yet. They simply learn what "heavy" and "light" mean by comparing how heavy objects feel, and finding which of two objects is heavier (or lighter). Actually measuring the mass of objects will happen in second and third grades. However, feel free to let the child learn about the basic units for measuring weight/mass (pounds/kilograms) as you have opportunities, such as through everyday life.

Children also describe several measurable attributes of a single object. This means, for example, describing one object as both short and light, or as both tall and light, or as both long and heavy.

The lessons about times of day have to do with morning/afternoon/evening/night. They prepare the child to learn to tell time in first grade.

This chapter has quite a few activities in the lessons themselves. Don't skip them, as they are a major part of learning for the topics of this chapter. Children need to touch and feel the various shapes. They need to experience *light* and *heavy*; bookwork won't substitute for the actual hands-on experiences. You can also turn some of the activities into simple games.

Geometric Pattern Blocks and Tangram-Like Games

I recommend that you get a set of geometric 2-D shapes. This could be a set of pattern blocks or a tangram-like set of shapes. The latter usually come with design cards with composite shapes for the child to make.

Coogam Wooden Pattern Blocks Set 130 PCS

<https://www.amazon.com/dp/B07MYK64R/?tag=mathmammoth-20>

Beestech Wooden Tangram game with a puzzle Book

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Vanmor Wooden Tangram set with shape cards

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GEMEM wooden pattern blocks set with design cards

<https://www.amazon.com/dp/B07QPS5CFL/?tag=mathmammoth-20>

Sample worksheet from
<https://www.mathmammoth.com>

Pacing Suggestion for Chapter 5

Each lesson is intended to take one day.

The Lessons in Chapter 5	page	span	suggested pacing	your pacing
Basic Shapes 1	14	1 page	1 day	
Basic Shapes 2	15	1 page	1 day	
Drawing Shapes	16	1 page	1 day	
Shapes and Patterns	17	1 page	1 day	
Sorting Shapes	18	1 page	1 day	
Mixed Practice 1	19	1 page	1 day	
Measuring Review	20	1 page	1 day	
Weight	21	1 page	1 day	
Heavier and Lighter	22	1 page	1 day	
Times of Day	23	1 page	1 day	
More Practice with Measurable Attributes	24	1 page	1 day	
Times of Day 2	25	1 page	1 day	
Mixed Review Chapter 5	26	1 page	1 day	
Chapter 5 Review	27	1 page	1 day	
TOTALS		14 pages	14 days	

Games and Activities

This chapter has quite a few activities in the lessons themselves. You could use those activities on other days, too, not just during one lesson.

Collect the Shapes (*Identifying shapes*)

You need: A set of geometric shapes. Paper and pencil. One die. Assign the numbers 1-6 to specific shapes in the set, and write down this setup. For example, 1 = triangle, 2 = rectangle, 3 = hexagon, and so on. If the set does not have six different kinds of shapes, you can leave a number unassigned, or let some shape have two numbers assigned to it.

Game play: Spread the shapes in the middle of the players. On your turn, roll the die, and then find the shape that the number you rolled is assigned to. The winner is the person who first accumulates one of each kind of shape.

Problems with Patterns

You need: A set of geometric shapes.

Activity: This is a two-person activity or game. One person will use the shapes to arrange a pattern where the basic pattern is repeated at least three times. They will then mess up the pattern in one spot in some way, such as by replacing one of the shapes or removing one of the shapes. This is all done without the other person watching. Then the other person's task is to fix the pattern.

Games and Activities at Math Mammoth Practice Zone

Sort Spoons by Length — Online Practice

Sort spoons by dragging them on screen to the correct box. The instructions are provided as both text and audio.

<https://www.mathmammoth.com/practice/sorting-game#questions=6&sort-by=length>

Sort Shapes — Online Practice

Sort shapes by dragging them on screen to the correct box. The instructions are provided as both text and audio.

<https://www.mathmammoth.com/practice/sorting-game#questions=6&sort-by=shape>

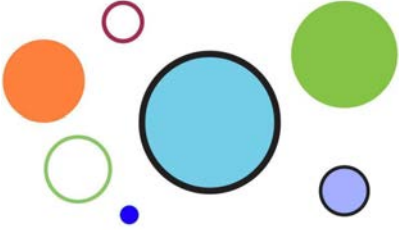
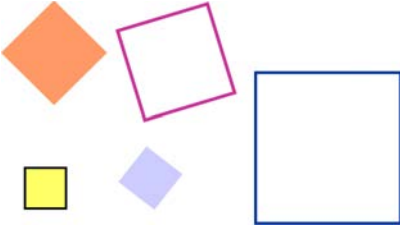
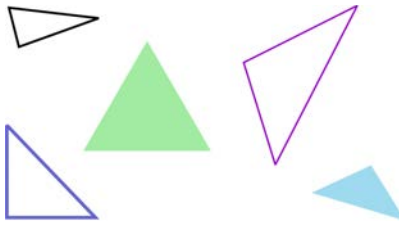
Further Resources on the Internet

These resources match the topics in this chapter, and offer online practice, online games (occasionally, printable games), and interactive illustrations of math concepts. We heartily recommend you take a look. Many people love using these resources to supplement the bookwork, to illustrate a concept better, and for some fun. Enjoy!

<https://links.mathmammoth.com/Kch5>

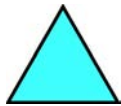


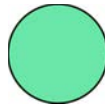
Basic Shapes 1

 These are circles. They do not have any corners. They are perfectly round!	 These are squares. They have <i>four</i> square corners and <i>four</i> sides that are the same length.	 These are triangles. They have <i>three</i> corners and <i>three</i> sides.
--	--	---

- Activity:** Find all the squares among a set of pattern blocks. Then find all the triangles. Lastly, count the sides and the corners of one square and of one triangle.
- Activity:** Walk around your house, classroom, or some other location with your teacher, and look for objects that have the shape of a circle, square, or triangle. How many can you find? (For example, some lids are circle-shaped, some floor tiles are square-shaped, and some foods, such as chips and sandwich sections, are triangle-shaped.)
- Write how many sides each shape has.









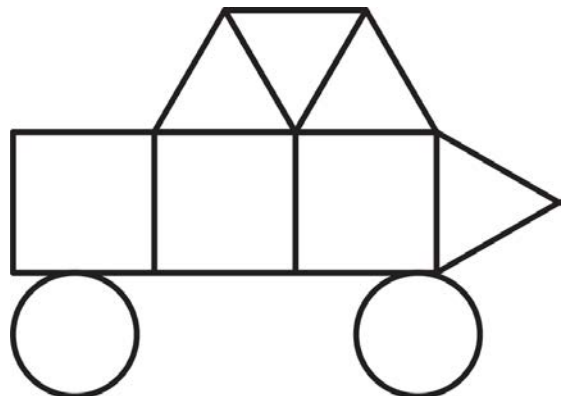


- Color the shapes according to the color key.

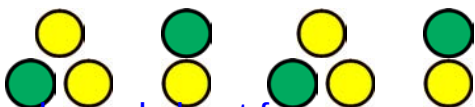
circles ○ = green

squares □ = orange

triangles △ = purple



- Draw circles and color them to continue the pattern.



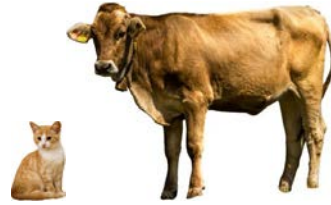
Weight

When we talk about how **heavy** or **light** something is, we are talking about its **weight**. Light things are easy to lift. Heavy things are not.

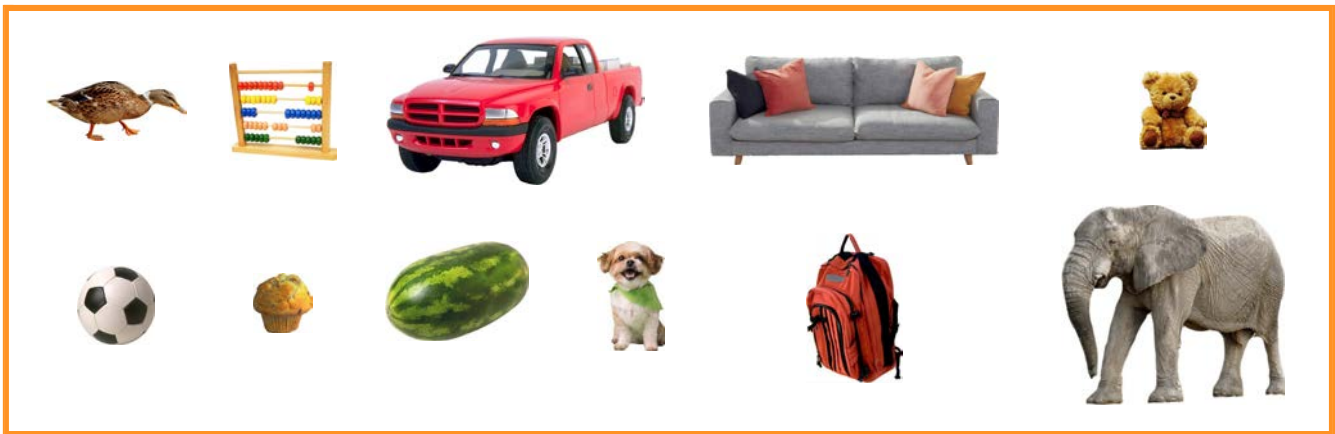
Look at the two animals.

Which one do you think is heavy?

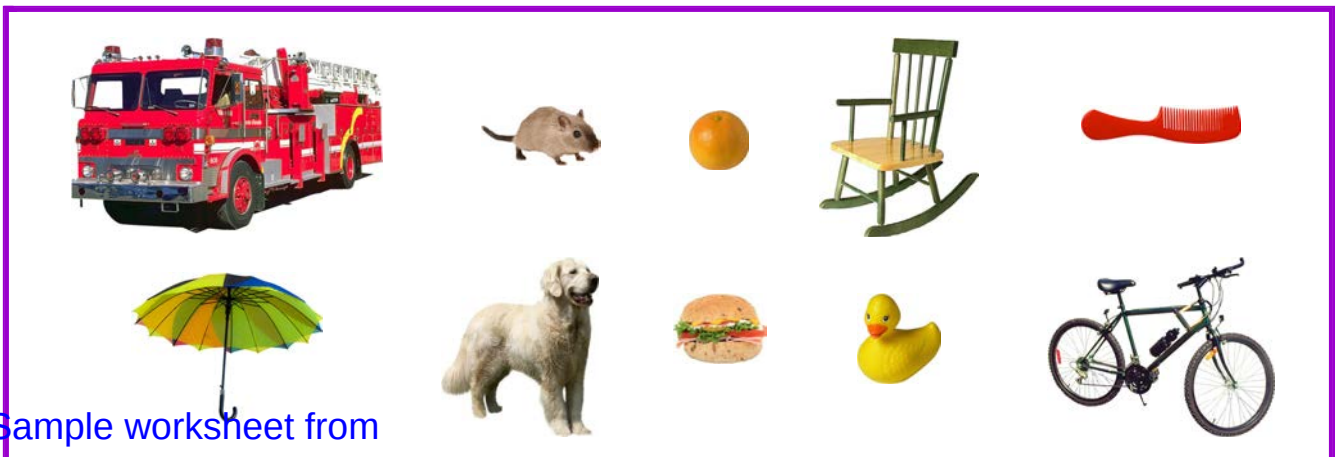
Which one do you think is light?



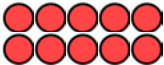
1. **Activity:** Gather together a variety of objects, some that are easy for the student to lift and some that are harder. Possible objects include toys, cans of food, a pillow, a chair, a backpack with books in it, *etc.*
 - a. Ask the child to try lift one heavy object and explain it is heavy. Do the same for one light object. Then ask the child to describe the weight of some other object. For example: “Based on what we’ve talked about, how would you describe *this*?” (The answer could be: “It is light.”)
 - Additionally, have the student give examples of objects that would be too heavy for them to lift.
 - b. Have the student sort the objects into a “heavy” pile and a “light” pile.
2. Circle all of the **heavy** objects below.



3. Circle all of the **light** objects below.



Numbers 11 to 15

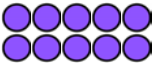
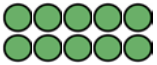
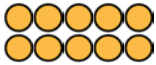
How many circles are there? Write the amount on the line.				Let's go on!
  11 (eleven)	  12 (twelve)	  13 (thirteen)	  14 (fourteen)	  15 (fifteen)

1. **Activity:** Draw two ten-frames on paper or use a printable. You will also need 15 small objects to use as counters, such as buttons, rocks, etc. Ask the child to illustrate 10 on a ten-frame. Then, placing the two ten-frames side-by-side, count out loud with the child from 11-15 as the child places counters on the second ten-frame. Repeat as necessary. Next, have the child illustrate random numbers on the ten-frames, with special emphasis on the numbers 11-15.

2. Circle ten objects. How many *more* objects than ten are there? Tell the total to your teacher.

a. 	b. 	c. 
---	--	---

3. Draw more dots to make the target number.

a. 14 	b. 11 	c. 13 
--	--	--

4. Draw a picture to illustrate the problem. Write an addition sentence and a subtraction sentence.
(Note: there are two possible subtractions that can be written. The child can write either one.)

Kayla bought ten cartons of juice. Some were apple juice and four were pear juice.
 How many cartons of apple juice did she buy?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

5. Practice writing the numbers on the lines.

11

12

13

14

15

6. Add.

a. $11 + 1 = \underline{\quad}$

b. $14 + 1 = \underline{\quad}$

c. $12 + 1 = \underline{\quad}$

Mixed Practice 3

1. Circle the number that is greater (more). Practice saying these inequalities aloud.

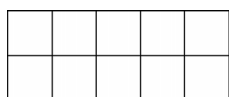
$10 > 7$

$4 < 6$

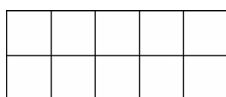
$2 < 3$

$8 > 5$

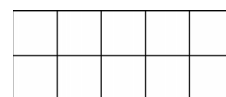
2. Find the missing number so that the total is 10. You can draw dots in the ten-frames to help you.



a. $5 + \underline{\quad} = 10$



b. $8 + \underline{\quad} = 10$



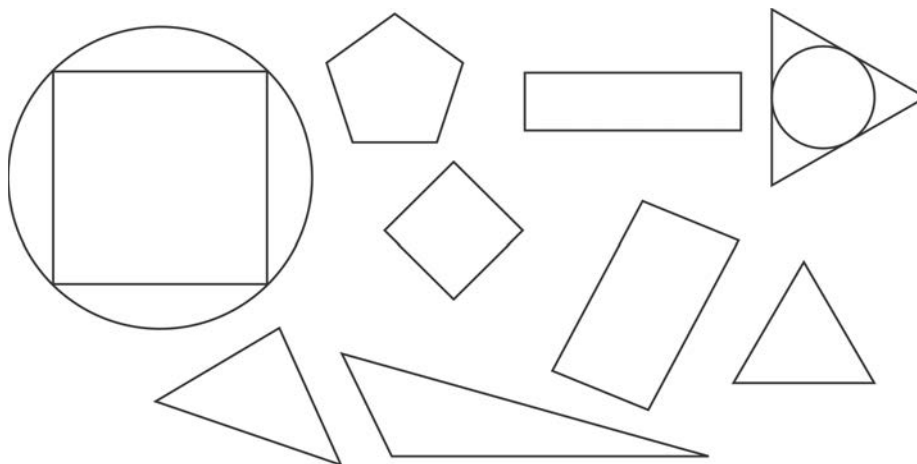
c. $3 + \underline{\quad} = 10$

d. $2 + \underline{\quad} = 10$

e. $6 + \underline{\quad} = 10$

f. $10 + \underline{\quad} = 10$

3. Color the circles yellow, the squares red, the triangles green, and the rectangles blue.
One shape will not be colored.



4. Which words accurately describe what is shown in each picture? Tell your teacher.



short heavy small light



tall big light heavy



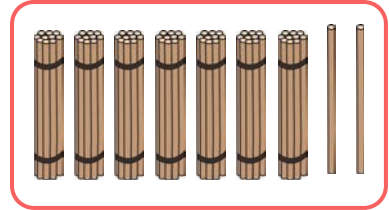
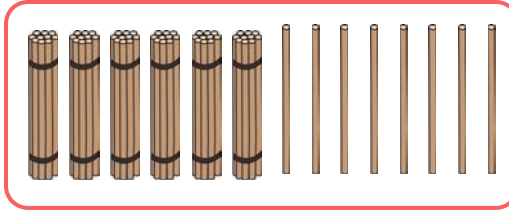
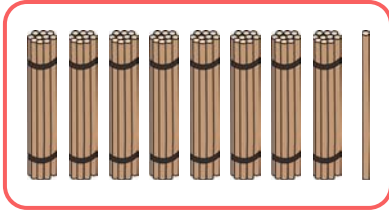
tall long light big



big short heavy small

Counting to 100, Part 3

- Game.** Play one of the games that practices the counting sequence to 100 (see the chapter introduction).
- Choose one of the numbers represented by the sticks. Count from that number to one hundred.



- Draw sticks and bundles of sticks to show the given number.
(Alternatively, you can use physical manipulatives to make these numbers.)

a. fifty 50

b. fifteen 15

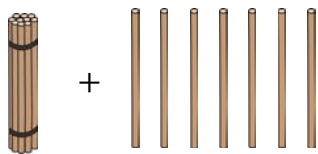
c. seventeen 17

d. seventy 70

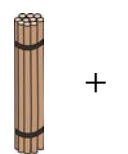
- Write the missing numbers.

_____, 14, _____, 16, _____, _____, 19, _____

- Write an addition.



a. _____ + _____ = _____



b. _____ + _____ = _____

Puzzle Corner

a. $20 + 4 =$ _____ b. $60 + 20 =$ _____

c. $70 + 9 =$ _____ d. $42 + 10 =$ _____ e. $55 + 10 =$ _____

Solids



This is a **cube**. It is a box. Notice the squares in it.



This is a **sphere**. It is shaped like a ball.

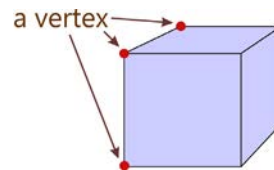


A **cylinder** has a circle on the bottom and on the top.



A **cone** has a pointed top and a rounded shape on the bottom.

A **vertex** is a point where two or more edges meet. It is a corner of a shape. The plural form of vertex is **vertices**.



1. **Activity.** You need: a set of geometric solids (cubes, spheres, cylinders, and cones).

First, check that the child knows the name of each solid. Then, hand the child two solids to compare. They could be two different solids, or the same type of solid but of different size and/or color.

Ask questions such as “How are these shapes different from each other?”, “How are these shapes alike?”, and “Which shape is easier to roll?”

For example, one can count how many vertices (corners) each solid has. One can describe the faces each solid has (e.g. the cube has squares, and the cylinder has circles). Also, one can describe the cone as being “pointy” and the sphere as being “round”. The idea is to compare the solids using informal language.

2. Name each shape.



3. Count how many objects of each kind of shape are shown in the picture. Color the picture.

cone _____

sphere _____

cube _____

cylinder _____



Addition & Subtraction Review

1. Subtract.

a.
$$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 2 \\ -0 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

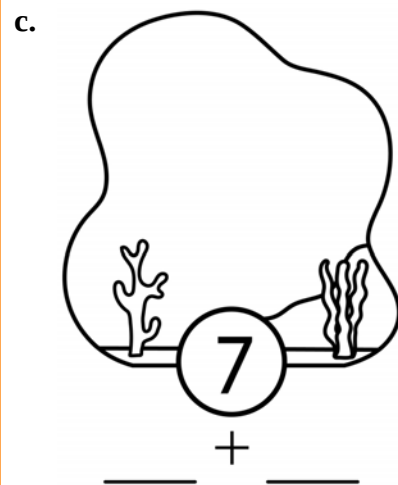
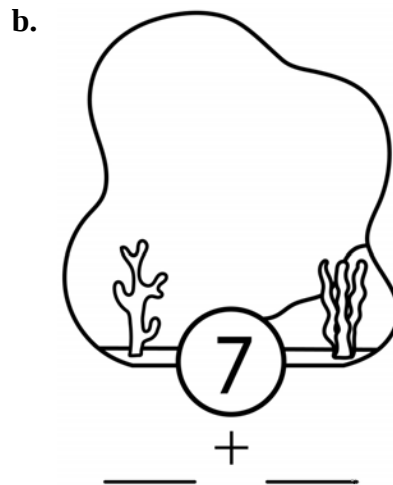
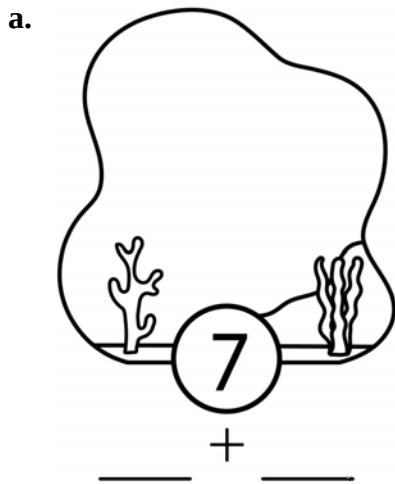
f.
$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

2. Solve the problems. You can draw pictures to help you.

a. Mara has five limes and Kim has . They put their limes together. How many limes do they have in total?

b. Aaron and Bill were playing with seven balloons in the yard. Three balloons blew away. How many balloons are left?

3. Decompose 7 into pairs in different ways. Draw two groups of fish that make 7, and write the addition.



4. Add.

a.
$$\begin{array}{r} 3 \\ +0 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 0 \\ +1 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$$

Word Problems: More Practice

1. Solve. You can draw pictures to illustrate the problems, or act them out with objects.

- a.** Six birds were sitting in an oak tree.
Some were bluebirds and four were blackbirds.
How many were bluebirds?

- b.** Rosie baked nine pies. Two were
pumpkin pies and some were apple.
How many apple pies did she bake?

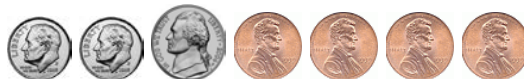
2. Draw pictures to illustrate the problems. Solve.

- a.** Mommy wants to boil ten eggs for a picnic,
but she only has six. How many more eggs
does she need?

- b.** Jeff drew three circles, two squares, and
four triangles. How many shapes did he
draw in total?

3. Solve the problem.

You have this much money:



You buy a piece of candy for 15¢.

How much money do you have left?

4. Add and subtract.

a. $7 + 0 = \underline{\quad}$

b. $4 + 2 = \underline{\quad}$

c. $1 + 4 = \underline{\quad}$

$5 - 1 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

$2 - 2 = \underline{\quad}$

6. Circle the bigger number.

a. 9 7	b. 8 10	c. 5 4
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7. Circle the smaller number.

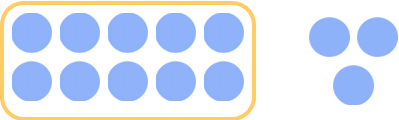
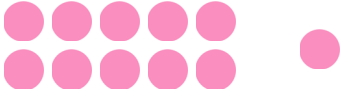
a. 1 4	b. 5 6	c. 9 8
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8. Write the number that is 1 more.

a. 8 _____	b. 6 _____	c. 3 _____
d. 12 _____	e. 16 _____	f. 19 _____

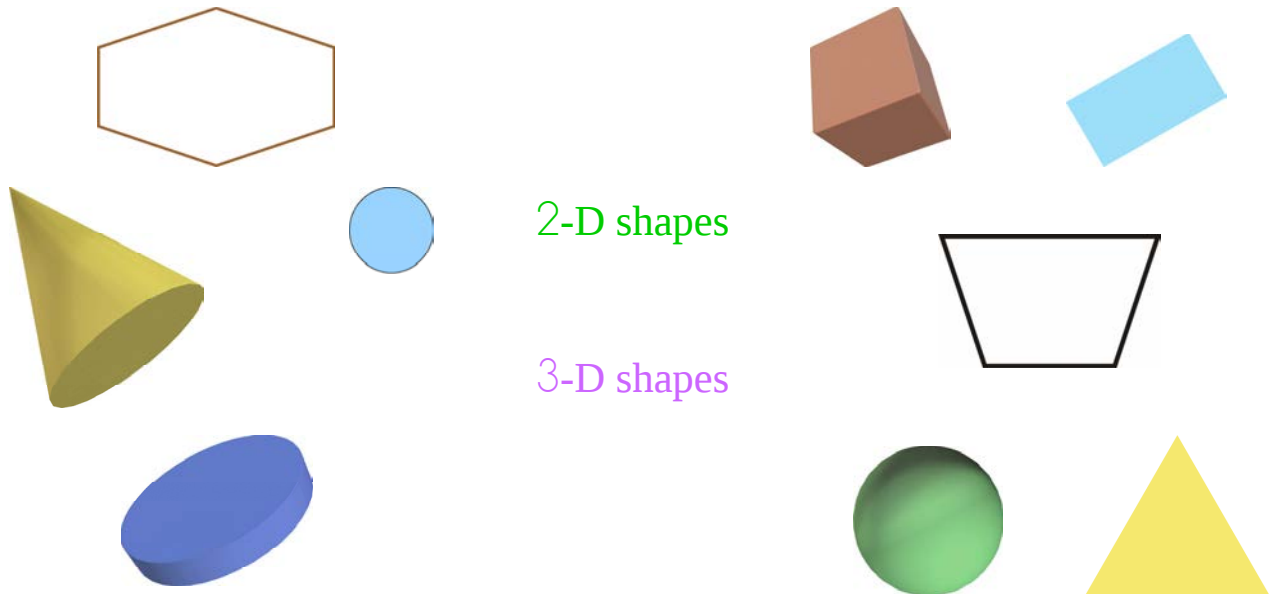
Teen Numbers

9. Each illustration has between 11 and 19 objects. Circle the ten objects. Write the total as a sum of “10 + some number”.

a.  10 + <u>3</u> <u>13</u>	b.  <u>10</u> + _____ _____
c.  _____ + _____ _____	d.  _____ + _____ _____

27. Are the shapes flat/two-dimensional (2-D) or solids/three-dimensional (3-D)?

(Can be done orally, or the child can draw a line from each shape to the correct answer.)



28. Where is the cat? Describe the relative positions of objects. (To be done orally.)

a.



The cat is _____
the box.

b.



The table is _____
the sofa.

29. Answer (orally).

a. Where is the cat (in relation to the couch)?

b. In what basic shape is the party hat?

Where is it (in relation to the couch)?

c. In what basic shape is the die (or dice)?

Where is it (in relation to the couch)?

